

Specialisation of group-reflective training-practical work for the competitive selection

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INTRODUCTION

Elaborated method of group-reflective training-practical work as creation of the special event in context of the organisation's practice give possibilities both to solve organisation's actual problem (staff selections and human resource development) and to get us interesting information for scientific analysis of the organisational subjects' stereotypes in competitive selections process.

We proposed to discuss universal ore national character of finded stereotypes, whom has analogue information with.

Starting conceptual positions

The experience which have at whole positive function in the some conditions is limited, useless, and sometimes - harmful. This mental formation we call a stereotype.

The essence of reflection consists in restoring of positive function of experience in the case of it unsuccessful outcomes in a situation, in the overcoming of stereotypes.

The highest applicability of reflection is the maintenance of operation of the reflexive mechanism of creativity.

The concept of group reflection reflects a reality of interpersonal thinking activity of the person (both actual or implied).

Reflective training-practical work is a training system used the group reflection mechanism as the psychological mechanism of diagnostics and intervention.

Staff selection tasks under the interpretation of group reflective psychology

The classical scheme of consideration of any concrete scientific problem by the means of reflective psychology is its transformation with the aim to present it through a prism of efficiency of a solution of a personally significant problem. In this context the person can decide a problem productively or reproductively (with a different degree of efficiency) at different levels: at a level co-creation, at a level of objectively new creativity, at a level of subjectively new creativity.

To an obligatory stage of the appearance of novelty proceed the stages of stereotyped solutions, discredit of stereotypes, comprehension of the necessity of their replacement on an adequate, actual solutions.

So, classical scheme is: actuality of a solution of a problem, value of the personal participation in a problem solution, comprehension unadequateness of stereotypes, search of the new solutions.

It is always possible to interpret both individual and group subject from the point of view of its activity in the conditions of boundedness of resources. Then the sense of activity is considered as overcoming of boundedness of resourcesthrough their development.

The boundedness of resources in conditions of transitional economy imposes a print to the specificity of any professional worker's psychological qualities (for example manager's). On the one hand, the manager needs to compensate insufficiency of resources at a personal level, on the other hand this situation adds the unjustified self-confidence to the manager isolating him from the usage of modern well-known world integrity experience.

METHOD

Group-Reflective Training - Practical Work

Training tools supplement the method of the analysis of the group reflection during the management procedure.

Psychology of group reflection offers the reflective training - practical work for training programs in the field of increased quality of management functions.

The need to have the additional tools besides of being available training programs (effective management, responsible sales, time-management etc.) has arisen as a result of necessity to reflect both mental peculiarities and the features of transitional period of economy (in which context management functions are considered).

All training procedures are directed to quarant the depth and completeness of management functions as intellectual-productive problems. This is essential element of that procedures.

In the framework of training - practical work group reflection is considered as necessary tool which ensure complicated vision of any administrative situation. Reflection will be organised as joint operation of the trainer and consumer of training services.

The specific reflexive training - practical work for the managers of business and social management assumes the following stages: to make a decision about an initial level of manager's reflectivity - "stereotypeness"; group forms of active correction of knowledge; providing their transition in administrative skills; development and realisation of the individual programs of perfecting manager's abilities.

The theoretical positions of reflexive training - practical work for the managers take into account cultural parcularities of Ukrainians and contain the recommendations for an active penetration of western management technologies with the purpose of theirs application in conditions of transitional economy of Ukraine.

The co-ordination both individual and group interests, modification of the relations on the enterprise, and also modification of the leader's self-attitude are the most typical product of a training.

Analytical Group-Reflective Methods

The description of separate group thinking substructures

The description of separate menegers' thinking structures in group-reflective training indissoluble communicates with representation about functional purpose of statements as units of the analysis continious of a flow of speech. Because the structure of the dicursive thinking is reconstructed on the basis of the analysis of verbal statements.

So, the statement, expressing how the subject sees the problem situation (i.e. acting as a carrier of a image of the contents) concerns to a content component for reflection of the object party of situation.

When the statement presents any way of transformation of a problem situation, it represents a functional element for reflection operative party of a contents component. (Fig. 1) If the statement which is not pithy, and presents the attitude of the subject to self or the attitude to any fragment of the contents of a problem-conflictive situation (PCS), then the statement is qualified as reflective. Individual reflective sphere has 2 component – intellectual and personal reflectivity. Thus, when the personality as the subject of thinking as a whole acts is the object of the attitude, the statement concerns to a personal reflection component. (Fig.1) Interpersonal sphere has 3 component.

The component "MUTUAL CONCORDANCE" is formed by following kinds, distinguished on level of integrity of personal involved for realization of consent: Acknowledgement (confirmation), approval, acceptance. The name of kinds is defined by functions submitted in the tendency of realization. Is below caused description Functional elements of mutual concordance respectively to named kinds.

Component the mutual understanding covers aspect of a reality, described by concept "position" executing function of indication of position on relation to partners in aspect of compartible of realization personal contents and at whole, its transformation. The understanding of the displaies of essence of positions is one another a condition of construction of a optimum way of interaction, reflecting to value of cooperation - rivalry, mutual aid - independence etc. Dependences on a depth of understanding of a position is allocated three levels of integrity and, respectively, three kinds of the given component.

Significances of the component kinds of mutual understanding is in folowing: explication is the display of a position, in which the subject of interaction is there implicate; dialogisation is the comprehension of the position, in which there are partners under the relation one to another and to the group at whole, through an undersanding the contradictive direction of partners; Penetration is the understanding of the contradictive direction of partners and acceptance responsibility for realization that or other position.

The component of interaction represents is the technological aspect of cooperation of joint actions. The functional feature of "interaction" consists of following: this component directly provides creation and realization of a common way of cooperation (as a way of overcoming arisen interperson"s roblem) by realization of effects, directed on partners. This component reflects a reality of interaction of people in the process of dialogue, in which the subject"s necessity to explicate outside the personal contents of common activity organising (for example, plans, intention, value e.s.) arises and realizes.

Four kinds are allocated in the component "interaction" acording to the integrity levels. 1) inclusion executes function of transition between pithy progress è purely communicative process, between various cycles of interaction; 2) acting is the operational level of interaction, supposing stimule-reactive way of dialogue, the basis of which are obvious for all partners; 3) coordination is the interaction, accounting opportunity of output outside the previous circuit, it reflects the nonobviously of the forthcoming act of interaction; 4) associations is the construction of a new way of interaction in the whole as integrated understanding of further technology of cooperation and of dialogue.

Tendencies of a component "interaction" (which are in each component) have specific colouring: "acutalisation" is in the effects directed on partners, supposing it more integrative and active functioning, frequently - it leader"s function; the "realization" - is executed as directed effects, supposing less integrity, subordinated, reactive functioning of the partner.

Spheres are in 2 activities plans: group activity (for group subject) and individual activity (for individual single thinking process in the group).

We are suggested a system of parameters for analysing communicative process in the group-reflective events, which includes parameters of position, contact and information addressing.

Such parameters of menegare's **Position** in training groups are single out:

- Spontaneous Self
- Realized Self
- WE Spontaneous
- Both Of Us Realized
- We Realized
- Conditional position from point of view of another person
- Both of us spontaneous

Parameters of Contact:

- Continuing partner's logic
- Ignoring partner's logic
- Denying partner's logic
- Denying own logic
- Distractions from the decision

Parameters of Information addressing

- The number of utterances addressed to 1 participant;
- to 2 participants;
- to more than 3 participants;
- to everybody;
- to own group;
- to all groups;
- to instructors.

RESULTS

Some quantity of this parameters and configuration of substructures give quality picture of menegers' stereotypes which play important role in staff selection process.

Stereotypes, which Explanate Meneger's Unsufficiency from Group-Reflective point of weu

1. In a situation of classical management functions (organization, motivation, planning, control monitoring) in conditions of management under the transitional economy the following stereotypes are revealed:

- Contraction the functions of management: the planning turns in situative statement of problems, motivation - to only material compensation, organization - in the situative or reactive instructions, monitoring - in situative report about the incomes.
- Full or partial nonusage the management functions: the function of organization is reduced oftener and more full then another ones.
- Orientation to an emotional accumulation, instead of the usage of the intellectual skills in all theirs completeness; to suspend judgment regularly.

- Moral stereotypes — transference of personal values and valuations in a situation of management only; search whom to lay the blame instead what is the cause of mistake.
2. following phenomena are an outcome above mentioned stereotypes in management:
- The facts of low productivity as the aspects of discreditation of the stereotypes.
 - Personal inefficiency of the manager exhibited in spontaneity of planning (a stereotype of transference to the future: "I do it then");
 - the interpretation of administrative solutions (when personnel interpret the orders of manager and execute them in own way);
 - nonmotivative operations: the effect of motivation not only decreases, but the operations which determined by personal relations and have an opposite effect as its consequence are made.

CONCLUSIONS

Main directness of the group-reflective training-practical work in improvement of management functions is following:

1. Extension of management functions, removal the position of personal rejection more broad range of management functions, correction of incorrectly executed functions which have a potential of "not-stimulation" and disorganisation.
2. The second direction of activity in a training- practical work is training of personal skills (sale, sales management, time-management).
3. The third direction is the usage of training-practical work in the development of the whole management system (by analogy with TQM).
4. All three directions are realised by means of modification of updating known training procedures and by the methods which are taking into account reflective mechanisms of personal development with maintenance of removal of such obstacle as stereotypes, which characterised post - socialist economy.

We invite all colleagues, who are interested in introduction and updating foreign (or developed in other social and cultural context) administrative technologies to close co-operation and joint researches.

For all who is interested how to use the reflective mechanism as explanatory means in a solution of concrete psychological problems (adaptation of technologies in a new cross-cultural context) we offer the experience of long-term research projects of our institute.

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